Advertencia sobre la impresión:
Este paquete es extenso. Determine si desea imprimir ambas secciones o solamente imprimir la Sección 1 o la 2.

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Grado 5 Lectura

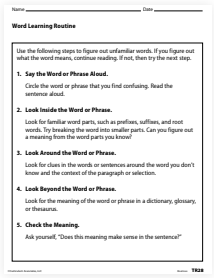
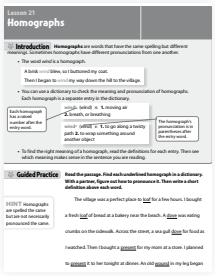
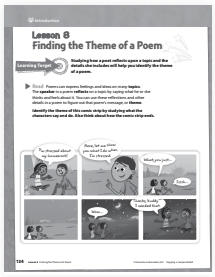
Paquete 1 de actividades para el estudiante

¡Dé vuelta a la página para ver las actividades de Lectura del Grado 5 incluidas en este paquete!



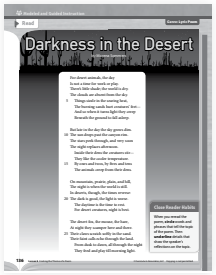
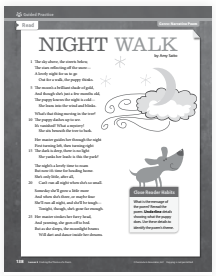
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Grado 5 Actividades de lectura en la Sección 1

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
0	Grade 5 Ready Reading Word Learning Routine 	• Read the Word Learning Routine together. Keep it handy—you'll need it later! *(Lean juntos la Word Learning Routine. Ténganla a la mano -¡van a necesitarla más tarde!)*	**10**
1	Grade 5 Ready Language Handbook, Lesson 21 Homographs 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa la Práctica guiada.)* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**11–12**
2	Grade 5, Ready Reading Lesson 8 	• Read the Introduction. *(Lee la introducción.)* • Complete the Think and Talk activities. *(Completa las actividades de Think y Talk.)*	**13–14**

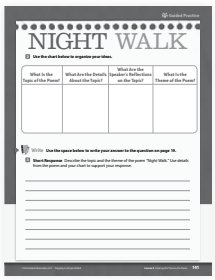
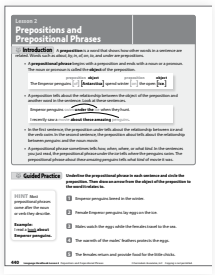
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Grado 5 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
3	Grade 5, Ready Reading Lesson 8 	• Read "Darkness in the Desert." *(Lee "Darkness in the Desert.")* • Complete the Think and Talk activities. *(Completa las actividades de Think y Talk.)*	**15–16**
4	Grade 5, Ready Reading Lesson 8 	• Reread "Darkness in the Desert." *(Vuelve a leer "Darkness in the Desert.")* • Complete the Write activity. *(Completa la actividad de Write.)*	**15–17**
5	Grade 5, Ready Reading Lesson 8 	• Read "Night Walk." *(Lee "Night Walk.")* • Complete the Think activity. *(Completa la actividad de Think.)*	**18–19**

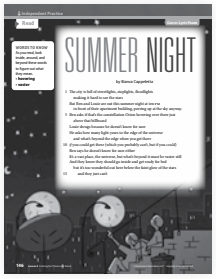
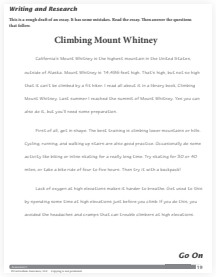
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Grado 5 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
6	Grade 5, Ready Reading Lesson 8  	• Reread "Night Walk." *(Vuelve a leer "Night Walk.")* • Complete the Talk and Write activities. *(Completa las actividades de Talk y Write.)*	**18–20**
7	Grade 5 Ready Language Handbook, Lesson 2 Prepositions and Prepositional Phrases  	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa la Práctica guiada.)* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**21–22**
8	Grade 5, Ready Reading Lesson 8  	• Read "Anna's Monsters." *(Lee "Anna's Monsters.")* • Complete the Think activity. *(Completa la actividad de Think.)*	**23–26**

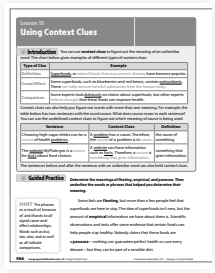
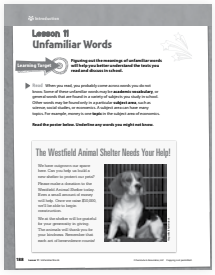
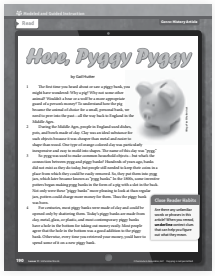
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Grado 5 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
9	Grade 5, Ready Reading Lesson 8  SUMMER NIGHT	• Read "Summer Night." *(Lee "Summer Night.")* • Complete the Write activity. *(Completa la actividad de Write.)*	**27–28**
10	Practice Assessment  Writing and Research Climbing Mount Whitney	• Read "Climbing Mount Whitney." *(Lee "Climbing Mount Whitney.")* • Complete items 23–26. *(Completa las preguntas 23 a 26.)*	**29–31**

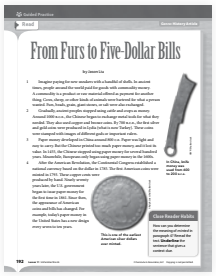
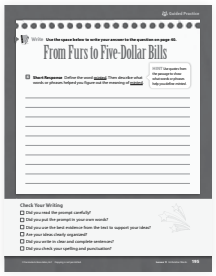
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Grado 5 Actividades de lectura en la Sección 2

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
1	Grade 5 Ready Language Handbook, Lesson 15 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa la Práctica guiada.)* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**32–33**
2	Grade 5, Ready Reading Lesson 11 Part 1 	• Read the Introduction. *(Lee la introducción.)* • Complete the Think and Talk activities. *(Completa las actividades de Think y Talk.)*	**34–35**
3	Grade 5, Ready Reading Lesson 11 Part 2 	• Read "Here, Pyggy Pyggy." *(Lee "Here, Pyggy Pyggy.")* • Complete the Think and Talk activities. *(Completa las actividades de Think y Talk.)*	**36–37**

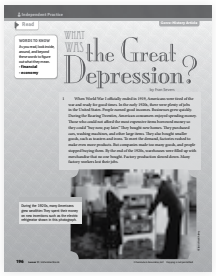
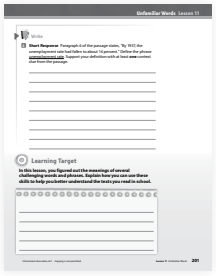
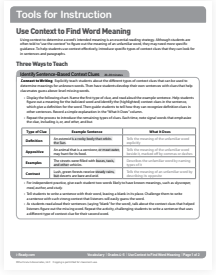
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Grado 5 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
4	Grade 5, Ready Reading Lesson 11 Part 3  Write Use the space below to write your answer to the question on page 37. Here, Pyggy Pyggy Short Response Define the phrase good substance. Support your definition with context clues from the passage. HINT First, define what a substance is. Then, explain how it's in line with that idea. Don't forget to check your writing.	• Reread the passage "Here, Pyggy Pyggy." *(Vuelve a leer el pasaje "Here, Pyggy Pyggy.")* • Complete the Write activity. *(Completa la actividad de Write.)*	**36, 38**
5	Grade 5, Ready Reading Lesson 11 Part 4  Guided Practice Read From Furs to Five-Dollar Bills by Jaeeun Lia Close Reader Habits How can you determine the meaning of a word in paragraph 3? Reread the first and last sentences that give a context clue.	• Read "From Furs to Five–Dollar Bills." *(Lee "From Furs to Five Dollar Bills.")* • Complete Think and Talk activities. *(Completa las actividades de Think y Talk.)*	**39–40**
6	Grade 5, Ready Reading Lesson 11 Part 5  Guided Practice Write Use the space below to write your answer to the question on page 40. From Furs to Five-Dollar Bills Short Response Define the word context. Then describe what words or phrases helped you figure out the meaning of context. HINT Use quotes from the passage to show how the context helps you define context. Check Your Writing Did you read the prompt carefully? Did you put the prompt in your own words? Did you use the best evidence from the text to support your ideas? Are your ideas clearly organized? Did you write in clear and complete sentences? Did you check your spelling and punctuation?	• Reread "From Furs to Five–Dollar Bills." *(Vuelve a leer "From Furs to Five Dollar Bills.")* • Complete the Write activity. *(Completa la actividad de Write.)*	**39, 41**

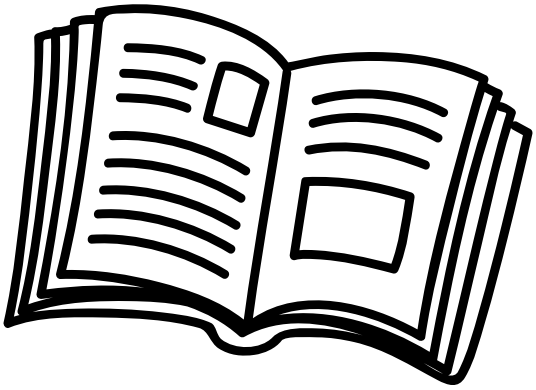
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Grado 5 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Page(s)** *Página(s)*
7	Grade 5, Ready Reading Lesson 11, Part 6 	• Read "What Was the Great Depression?" *(Lee "What Was the Great Depression?")* • Complete the Think activity. *(Completa la actividad de Think.)*	**42–46**
8	Grade 5, Ready Reading Lesson 11, Part 7 	• Reread "What Was the Great Depression?" *(Vuelve a leer "What Was the Great Depression?")* • Complete the Write activity *(Completa la actividad de Write.)*	**42–44, 47**
9	Can They Do It? 	• Read "Can They Do It?" *(Lee "Can They Do It?")* • Complete questions 23–26. *(Completa las preguntas 23 a 26.)*	**48–50**
10	Tools For Instruction Use Context to Find Word Meaning 	• **Parent/Guardian**: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson. *(Padre/Tutor: Lea las instrucciones y guíe al estudiante a través de la actividad. Use esto con un texto que el estudiante haya leído en una lección previa.)*	**51–52**

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Independent Reading!



See pages 53 and 54 of this packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

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Name _____ Date _____

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**

   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**

   Ask yourself, "Does this meaning make sense in the sentence?"

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Lesson 21

Homographs

Introduction

Homographs are words that have the same spelling but different meanings. Sometimes homographs have different pronunciations from one another.

- The word *wind* is a homograph.

> A brisk wind blew, so I buttoned my coat.
>
> Then I began to wind my way down the hill to the village.

- You can use a dictionary to check the meaning and pronunciation of homographs. Each homograph is a separate entry in the dictionary.

Each homograph has a raised number after the entry word.

wind[1] (wĭnd) *n.* **1.** moving air **2.** breath, or breathing

wind[2] (wīnd) *v.* **1.** to go along a twisty path **2.** to wrap something around another object

The homograph's pronunciation is in parentheses after the entry word.

- To find the right meaning of a homograph, read the definitions for each entry. Then see which meaning makes sense in the sentence you are reading.

Guided Practice

Read the passage. Find each underlined homograph in a dictionary. With a partner, figure out how to pronounce it. Then write a short definition above each word.

HINT Homographs are spelled the same but are not necessarily pronounced the same.

The village was a perfect place to loaf for a few hours. I bought a fresh loaf of bread at a bakery near the beach. A dove was eating crumbs on the sidewalk. Across the street, a sea gull dove for food as I watched. Then I bought a present for my mom at a store. I planned to present it to her tonight at dinner. An old wound in my leg began to ache. So, I wound my way slowly along the streets.

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Independent Practice

For numbers 1–5, choose the correct meaning of the underlined word as it is used in the sentence.

1 I wandered down to the port to watch cargoes being unloaded from boats.

A **port**[1] (pôrt) *n.* a harbor

B **port**[2] (pôrt) *n.* the left on a ship

C **port**[3] (pôrt) *n.* a valve, or opening that lets liquid out

D **port**[4] (pôrt) *n.* a person's manner, or bearing

2 "Your ship looks sound," I said to a fisherman.

A **sound**[1] (sound) *n.* a noise

B **sound**[2] (sound) *adj.* in good shape

C **sound**[3] (sound) *n.* a long, wide body of water

D **sound**[4] (sound) *v.* to measure how deep water is

3 "It has to be," he said. "Tomorrow we're bound for the fishing lanes."

A **bound**[1] (bound) *v.* to leap or jump forward

B **bound**[2] (bound) *n.* border

C **bound**[3] (bound) *adj.* tied

D **bound**[4] (bound) *adj.* on the way to a particular place

4 "High winds and fierce storms are sure to batter us on the open seas," he continued.

A **batter**[1] ('batər) *v.* to hit, pound

B **batter**[2] ('batər) *n.* a player at bat

C **batter**[3] ('batər) *n.* a liquid mixture, often of flour, eggs, and milk

D **batter**[4] ('batər) *n.* a sloping structure

5 "Fortunately, our bow is sturdy and true," he finished.

A **bow**[1] (bou) *v.* to bend the head or upper body in greeting

B **bow**[2] (bou) *v.* to be pushed over with age or pressure

C **bow**[3] (bou) *n.* the front of a ship's hull

D **bow**[4] (bo) *n.* a weapon for shooting arrows

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Lesson 8
Finding the Theme of a Poem

Learning Target

Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

Read Poems can express feelings and ideas on many **topics**. The **speaker** in a poem **reflects** on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or **theme**.

Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.



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Think What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What Is the Theme?
			Night can ease the worries of the day.

Talk Share your chart with a partner.

- What is the topic of the comic strip?
- Did you describe in the same way what the friends say and do? How about the ending?
- Do the details you found support the theme? How do you know?

Academic Talk

Use these words to talk about the text.

- **theme**
- **topics**
- **speaker**
- **reflect**

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Genre: Lyric Poem

Darkness in the Desert

by Morena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.
Things sizzle in the searing heat,
The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.
The sun drops past the canyon rim.
The stars peek through, and very soon
The night replaces afternoon.
Inside their dens the creatures stir—
They like the cooler temperature.
By ones and twos, by fives and tens
The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:
The dark is good, the light is worse.
The daytime is the time to rest.
For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.
Their claws scratch softly in the sand.
Their faint calls echo through the land.
From dusk to dawn, all through the night
They feed and play till morning light.

Close Reader Habits

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

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Explore **What details in the poem "Darkness in the Desert" develop its theme?**



Look for evidence of what the speaker thinks about day and night in the desert.

Think

1 Complete the chart below. Identify the poem's topic, the details that develop the topic, and the speaker's reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

Talk

2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem's theme? If necessary, return to your chart to change or add details.

Write

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 17 to write your answer.

HINT Start your response by stating the theme in one sentence.

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Write **Use the space below to write your answer to the question on page 16.**

Darkness in the Desert

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response.

HINT Start your response by stating the theme in one sentence.



Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

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NIGHT WALK

by Amy Saito

The sky above, the streets below,
The stars reflecting off the snow—
A lovely night for us to go
Out for a walk, the puppy thinks.

The moon's a brilliant shade of gold,
And though she's just a few months old,
The puppy knows the night is cold—
She leans into the wind and blinks.



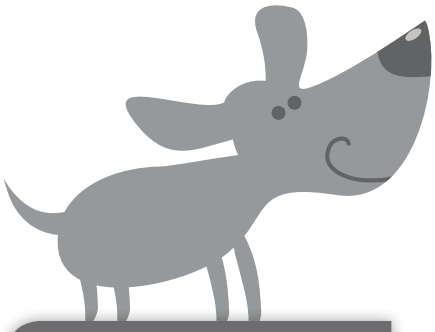
What's that thing moving in the tree?
The puppy dashes up to see.
It's vanished! What a mystery!
She sits beneath the tree to bark.

Her master guides her through the night
First turning left, then turning right
The dark is deep, there is no light
She yanks her leash: is this the park?

The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,
Can't run all night when she's so small.

Someday she'll grow a little more
And when she's three, or maybe four
She'll run all night, and she'll be tough—
Tonight, though, she's gone far enough.

Her master strokes her furry head,
And yawning, she goes off to bed.
But as she sleeps, the moonlight beams
Will dart and dance inside her dreams.



Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

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Think

Use what you learned from reading the poem to answer the following questions.



A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

How are the events in stanzas three and four important to the theme of the poem?

- **A** The events show it is a good night for a walk.
- **B** The events show that puppy is young and active.
- **C** The events show the speaker is the puppy's master.
- **D** The events show that the night is dark and dangerous.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- **A** "What's that thing moving in the tree?" (stanza three)
- **B** "The puppy dashes up to see." (stanza three)
- **C** ". . . sits beneath the tree. . . ." (stanza three)
- **D** "Her master guides her. . . ." (stanza four)
- **E** ". . . there is no light . . ." (stanza four)
- **F** "She yanks her leash: . . ." (stanza four)

Talk

2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 20 to record such details.

HINT Think about the speaker's reflections on how the puppy will change over time.

Write

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 20 to write your answer.

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NIGHT WALK

2 **Use the chart below to organize your ideas.**

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?



Write **Use the space below to write your answer to the question on page 19.**

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response.

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Lesson 2

Prepositions and Prepositional Phrases

Introduction

A **preposition** is a word that shows how other words in a sentence are related. Words such as *about*, *by*, *in*, *of*, *on*, *to*, and *under* are prepositions.

- A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. The noun or pronoun is called the **object** of the preposition.

preposition **object** preposition **object**
The Emperor penguins [of] [**Antarctica**] spend winter [on] the open [**ice**.]

- A preposition tells about the relationship between the object of the preposition and another word in the sentence. Look at these sentences.

Emperor penguins swim **under the** ice when they hunt.

I recently saw a movie **about these amazing** penguins.

- In the first sentence, the preposition *under* tells about the relationship between *ice* and the verb *swim*. In the second sentence, the preposition *about* tells about the relationship between *penguins* and the noun *movie*.
- A prepositional phrase sometimes tells *how*, *when*, *where*, or *what kind*. In the sentences you just read, the prepositional phrase *under the ice* tells *where* the penguins swim. The prepositional phrase *about these amazing penguins* tells *what kind* of movie it was.

Guided Practice

Underline the prepositional phrase in each sentence and circle the preposition. Then draw an arrow from the object of the preposition to the word it relates to.

HINT Most prepositional phrases come after the noun or verb they describe.

Example:
I read a book **about Emperor penguins.**

1. Emperor penguins breed in the winter.
2. Female Emperor penguins lay eggs on the ice.
3. Males watch the eggs while the females travel to the sea.
4. The warmth of the males' feathers protects the eggs.
5. The females return and provide food for the little chicks.

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Independent Practice

For numbers 1–3, choose the prepositional phrase in each sentence.

1 Emperor penguins can be found on only one continent.

A found on only one continent

B can be found

C only one continent

D on only one continent

2 Antarctica's winter begins in late March.

A winter begins

B begins in

C in late March

D begins in late March

3 There are 17 types of penguins, and the Emperor penguin is the largest.

A of penguins

B and the Emperor penguin

C is the largest

D are 17 types of

For numbers 4 and 5, answer the question.

4 Read this sentence.

> Most animals move to a warmer place each winter, but Emperor penguins do not.

What is the purpose of the underlined preposition?

A to describe when animals move

B to connect *warmer* with *animals*

C to connect two phrases about winter

D to show a relationship between *move* and *place*

5 Read this sentence.

> The feathers of the penguin keep out cold air and water.

What is the purpose of the underlined preposition?

A to connect *feathers* with *cold*

B to show a relationship between *feathers* and *penguin*

C to tell what a penguin's feathers do

D to show a relationship between *penguin* and *cold*

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Genre: Narrative Poem

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **assured**
- **complained**

Anna's MONSTERS

by Justin Nuñez



I'm scared of the darkness, I don't care who knows it,
I don't like the darkness at all.
I sleep with the lights on—two lights in my room,
And a much brighter light in the hall.
I'm frightened of monsters that might come and get me,
Whenever I climb into bed.
My mother says, "Anna, you're just being silly,
The monsters are all in your head!"

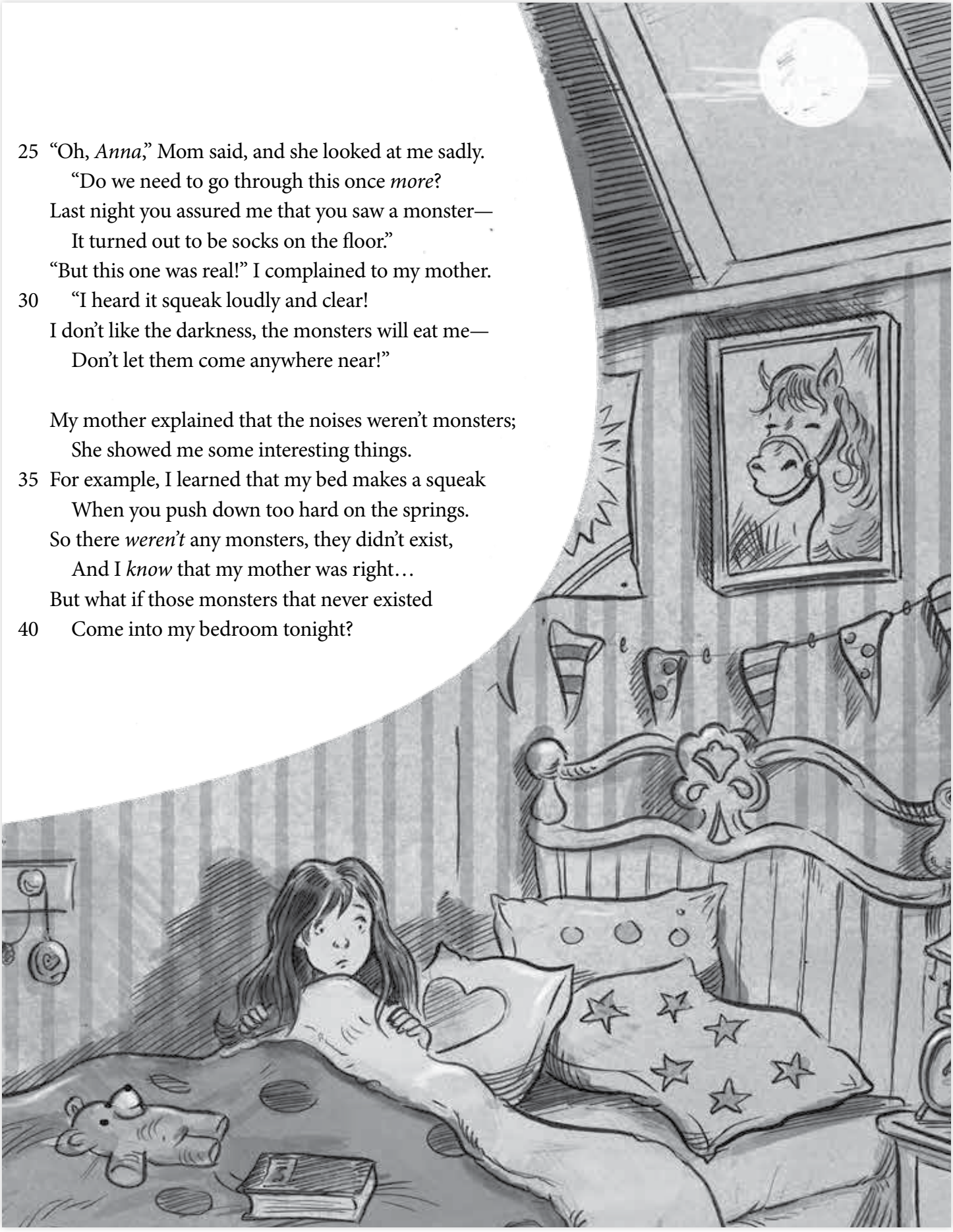
But I don't think that's true, because of what happened
Last night, the first day of the week.
I put on my nightgown, got under the covers—
Rolled over, and heard a strange squeak.
It wasn't a mouse, and it wasn't a rabbit,
It wasn't a dog or a cat.
So I screamed out in terror. My mother came running!
"Whatever," she asked me, "was that?"

"I heard a strange noise!" I explained to my mother,
I was almost too frightened to talk.
I *knew* it was monsters, some big hungry monsters,
It was all I could do not to squawk!
"I *don't* like the darkness," I said to my mother,
"I don't like the dark and the night.
Can't I get up and sit with you out on the couch,
In a room that's all cheery and bright?"

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"Oh, *Anna*," Mom said, and she looked at me sadly.
"Do we need to go through this once *more*?
Last night you assured me that you saw a monster—
It turned out to be socks on the floor."
"But this one was real!" I complained to my mother.
"I heard it squeak loudly and clear!
I don't like the darkness, the monsters will eat me—
Don't let them come anywhere near!"

My mother explained that the noises weren't monsters;
She showed me some interesting things.
For example, I learned that my bed makes a squeak
When you push down too hard on the springs.
So there *weren't* any monsters, they didn't exist,
And I *know* that my mother was right…
But what if those monsters that never existed
Come into my bedroom tonight?



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Think Use what you learned from reading the poem to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read the line from the first stanza of the poem.

The monsters are all in your head!

Which phrase **best** states the meaning of all in your head?

- **A** easy to see
- **B** ready to attack you
- **C** only imagined
- **D** giving you a headache

Part B

Which detail in the first stanza **best** helps the reader understand the meaning of all in your head?

- **A** "I'm scared of the darkness, . . ."
- **B** "I sleep with the lights on, . . ."
- **C** "Whenever I climb into bed."
- **D** "'Anna, you're just being silly, . . .'"

2 Which statement **best** summarizes the speaker's message about fears?

- **A** For most people, nighttime is scary because it is dark and quiet and nobody is awake.
- **B** Many people are much too fearful, and some are even afraid of their own surroundings.
- **C** It can be hard to stop being afraid, even when someone proves that what you fear is not real.
- **D** It is easy to get over a fear once someone shows you that your fear is based on something that is not real.

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3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How are the events in stanzas two and three important to the poem's theme?

- **A** These events show Anna doesn't like the dark of night because that is when she sees the monsters.
- **B** These events show Anna remembers it was last night that she heard a squeak.
- **C** These events show Anna's mother comes running in fear when Anna screams.
- **D** These events show Anna believes that monsters make the noises that scare her in the dark.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- **A** ". . . because of what happened. . . ." (stanza two)
- **B** ". . . I screamed out in terror." (stanza two)
- **C** ". . . 'Whatever,' she asked me, 'was that?'" (stanza two)
- **D** "I *knew* it was monsters, . . ." (stanza three)
- **E** "It was all I could do. . . ." (stanza three)
- **F** ". . . a room that's all cheery and bright?" (stanza three)

4 Which line from the poem **best** summarizes a theme of the poem?

- **A** "'The monsters are all in your head!'" (line 8)
- **B** "Rolled over, and heard a strange squeak." (line 12)
- **C** "So I screamed out in terror. My mother came running!" (line 15)
- **D** "'I *don't* like the darkness,' I said to my mother," (line 21)

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Read

Genre: Lyric Poem

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **hovering**
- **vaster**

SUMMER NIGHT

by Bianca Cappeletta

The city is full of streetlights, stoplights, floodlights
making it hard to see the stars
But Ben and Louie are out this summer night at ten PM
in front of their apartment building, peering up at the sky anyway.
Ben asks if that's the constellation Orion hovering over there just
above that billboard
Louie shrugs because he doesn't know for sure
He asks how many light-years to the edge of the universe
and what's beyond the edge when you get there
if you could get there (which you probably can't, but if you *could*)
Ben says he doesn't know for sure either
It's a vast place, the universe, but what's beyond it must be vaster still
And they know they should go inside and get ready for bed
but it's too wonderful out here below the faint glow of the stars
and they just can't



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Write Use what you learned from reading "Summer Night" to answer the following question.

5 **Short Response** What is the theme of the poem "Summer Night"? Use details from the poem to support your answer.

Learning Target

In this lesson, you used details from poems to identify their themes. Explain why this activity is important for understanding poetry in general.

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Writing and Research

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Climbing Mount Whitney

California's Mount Whitney is the highest mountain in the United States, outside of Alaska. Mount Whitney is 14,496 feet high. That's high, but not so high that it can't be climbed by a fit hiker. I read all about it in a library book, Climbing Mount Whitney. Last summer I reached the summit of Mount Whitney. Yes you can also do it, but you'll need some preparation.

First of all, get in shape. The best training is climbing lower mountains or hills. Cycling, running, and walking up stairs are also good practice. Occasionally do some activity like biking or inline skating for a really long time. Try skating for 30 or 40 miles, or take a bike ride of four to five hours. Then try it with a backpack!

Lack of oxygen at high elevations makes it harder to breathe. Get used to this by spending some time at high elevations just before you climb. If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

Go On

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Now that you're in shape and used to the height, rest. The day before your climb, take it easy. The night before your climb, eat a dinner of spaghetti, rice, or noodles. Finally, climbing day is here! You're rested and ready. Eat a light breakfast. Then put on your sneakers, get your water and snacks, and head for the trail. Take it slow and steady. By the end of about eight hours, you will had reached the top of Mount Whitney. At that moment you'll be looking down on every other person in the continental United States. Wow, what could be cooler than that?

---

23 Read this sentence from the essay.

I read all about it in a library book, Climbing Mount Whitney.

What is the correct way to write the title of the book?

A 'Climbing Mount Whitney'

B "*Climbing Mount Whitney*"

C *Climbing Mount Whitney*

D "Climbing Mount Whitney"

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24 Read this sentence from the essay.

Yes you can also do it, but you'll need some preparation.

Which of the following should replace the underlined part to make the sentence correct?

A Yes—you can also do it

B Yes, you can also do it,

C Yes you can also do it

D Yes! you can also do it,

25 Read this sentence from the essay.

If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

On the lines below, rewrite the sentence with the correct verb tense for the underlined word.

_____

_____

_____

26 Read this sentence from the essay.

By the end of about eight hours, you will had reached the top of Mount Whitney.

How should the underlined part be corrected?

A reached

B had been reaching

C have reached

D will have reached

Go On

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Lesson 15

Using Context Clues

Introduction

You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	Superfoods, or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain antioxidants. These can help remove harmful substances from the human body.
Comparison	Some experts look dubiously on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a source of health problems.	A problem has a cause. Therefore, the source of a problem is its cause.	the cause of something
The website MyPlate.gov is a source for facts about food choices.	A website can have information such as facts. Therefore, a source is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

Guided Practice

Determine the meanings of *fleeting*, *empirical*, and *panacea*. Then underline the words or phrases that helped you determine their meaning.

HINT The phrases *as a result of*, *because of*, and *thanks to* all signal cause-and-effect relationships. Words such as *but*, *too*, *also*, and *as well as* all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.

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Independent Practice

For numbers 1 and 2, read the paragraph. Then answer the questions.

For centuries, people in coastal areas of China and Japan have harvested a superfood found in marine environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

1 What does the word marine mean in this paragraph?

A very nutritious

B dark blue in color

C having to do with the ocean

D member of the armed forces

2 Which two words from the paragraph help you understand the meaning of marine?

A "China" and "Japan"

B "coastal" and "seaweed"

C "centuries" and "people"

D "superfood" and "studies"

For numbers 3 and 4, read the paragraph. Then answer the questions.

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale detoxify harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

3 What does the word detoxify mean in this paragraph?

A to move in a wide circle

B to chew food slowly

C to make a difficult decision

D to remove bad effects

4 Which two words from the paragraph help you understand the meaning of detoxify?

A "crisp" and "crunchy"

B "prevent" and "cancer"

C "veggies" and "substances"

D "calories" and "vitamins"

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Lesson 11
Unfamiliar Words

Learning Target

Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

Read When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

Read the poster below. Underline any words you might not know.

The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise $10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!



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Think Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word's meaning, and write them in the "Clues" column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	"... build a new shelter to protect our pets?"		
Donation	"Please make a donation ..."		
Benevolence	"... each act of benevolence counts!"		

Talk Share your chart with a partner.

- Did you come up with similar meanings?
- Did you find the same clues to the words' meanings?
- Are there any school subjects for which figuring out words is especially important? If so, which subjects?

Academic Talk

Use this word and these phrases to talk about the text.

- **academic vocabulary**
- **subject area**
- **topic**
- **context clues**

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Here, Pyggy Pyggy

by Gail Hutter



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1 The first time you heard about or saw a piggy bank, you might have wondered: Why a pig? Why not some other animal? Wouldn't a bear or a wolf be a more appropriate guard of a person's money? To understand how the pig became the animal of choice for a small, personal bank, we need to peer into the past—all the way back to England in the Middle Ages.

2 During the Middle Ages, people in England used dishes, pots, and bowls made of clay. Clay was an ideal substance for such objects because it was cheaper than metal and easier to shape than wood. One type of orange-colored clay was particularly inexpensive and easy to mold into shapes. The name of this clay was "pygg."

3 So pygg was used to make common household objects—but what's the connection between pygg and piggy banks? Hundreds of years ago, banks did not exist as they do today, but people still needed to keep their coins in a place from which they could be easily removed. So, they put them into pygg jars, which later became known as "pygg banks." In the 1800s, some inventive potters began making pygg banks in the form of a pig with a slot in the back. Not only were these "piggy banks" more pleasing to look at than regular jars, potters could charge more money for them. Thus the piggy bank was born.

4 For centuries, most piggy banks were made of clay and could be opened only by shattering them. Today's piggy banks are made from clay, metal, glass, or plastic, and most contemporary piggy banks have a hole in the bottom for taking out money easily. Most people agree that the hole in the bottom was a good addition to the piggy bank. Otherwise, every time you retrieved your money, you'd have to spend some of it on a new piggy bank.

Close Reader Habits

Are there any unfamiliar words or phrases in this article? When you reread, **underline** context clues that can help you figure out what they mean.

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Explore **What context clues can help you understand unfamiliar words and phrases in the text?**



Look for context clues in the same sentence or nearby sentences.

Think

1 Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
Peer into the past (paragraph 1)			
Inventive potters (paragraph 3)			
Contemporary (paragraph 4)			
Retrieved (paragraph 4)			

Talk

2 Use context clues to determine why clay was an "ideal substance" for making certain objects.

Write

3 **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage. Use the space provided on page 38 to write your answer.

HINT First, define *ideal substance*. Then explain how clay fit that definition.

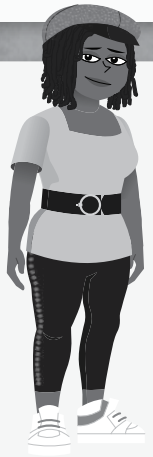
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Write **Use the space below to write your answer to the question on page 37.**

Here, Pyggy Pyggy

3 **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage.

HINT First, define *ideal substance*. Then explain how clay fit that definition.



Don't forget to check your writing.

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From Furs to Five-Dollar Bills

by Jason Liu

1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.

3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.

4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.



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In China, knife money was used from 600 to 200 B.C.E.



©Ralph Loesche/Shutterstock

This is one of the earliest American silver dollars ever minted.

Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

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Think

Use what you learned from reading the text to answer the following questions.



A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is the meaning of the word currency as it is used in paragraph 4?

- **A** goods used in trade
- **B** an idea accepted by many people
- **C** something that is up-to-date
- **D** the money used in a country

Part B

Which phrase from the passage helps the reader understand the meaning of currency?

- **A** "based on the dollar"
- **B** "produced by hand"
- **C** "lost its value"
- **D** "a new design"

2 Underline the word in the paragraph below that means "traded or exchanged one thing for another."

> A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

Talk

3 Discuss the meaning of minted as it is used in paragraph 4 of the text.

Write

4 **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 41 to write your answer.

HINT Use quotes from the passage to show what words or phrases help you define *minted*.

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Write **Use the space below to write your answer to the question on page 40.**

From Furs to Five-Dollar Bills

4 **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted.

HINT Use quotes from the passage to show what words or phrases help you define *minted*.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

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Genre: History Article

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **financial**
- **economy**

WHAT WAS the Great Depression?

by Fran Severs

1 When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could "buy now, pay later." They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.



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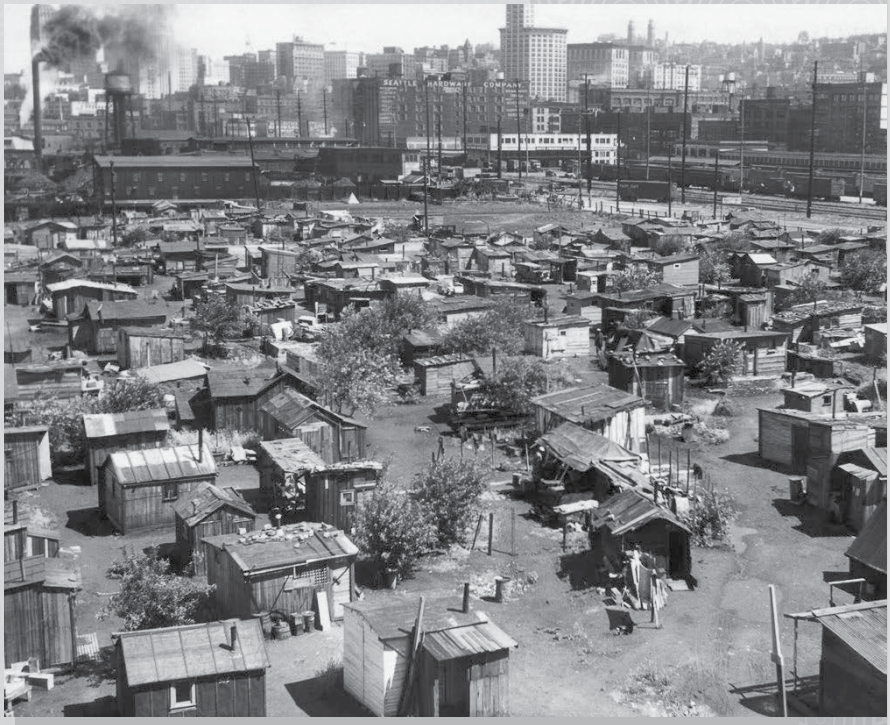
During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.

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2 At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3 The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

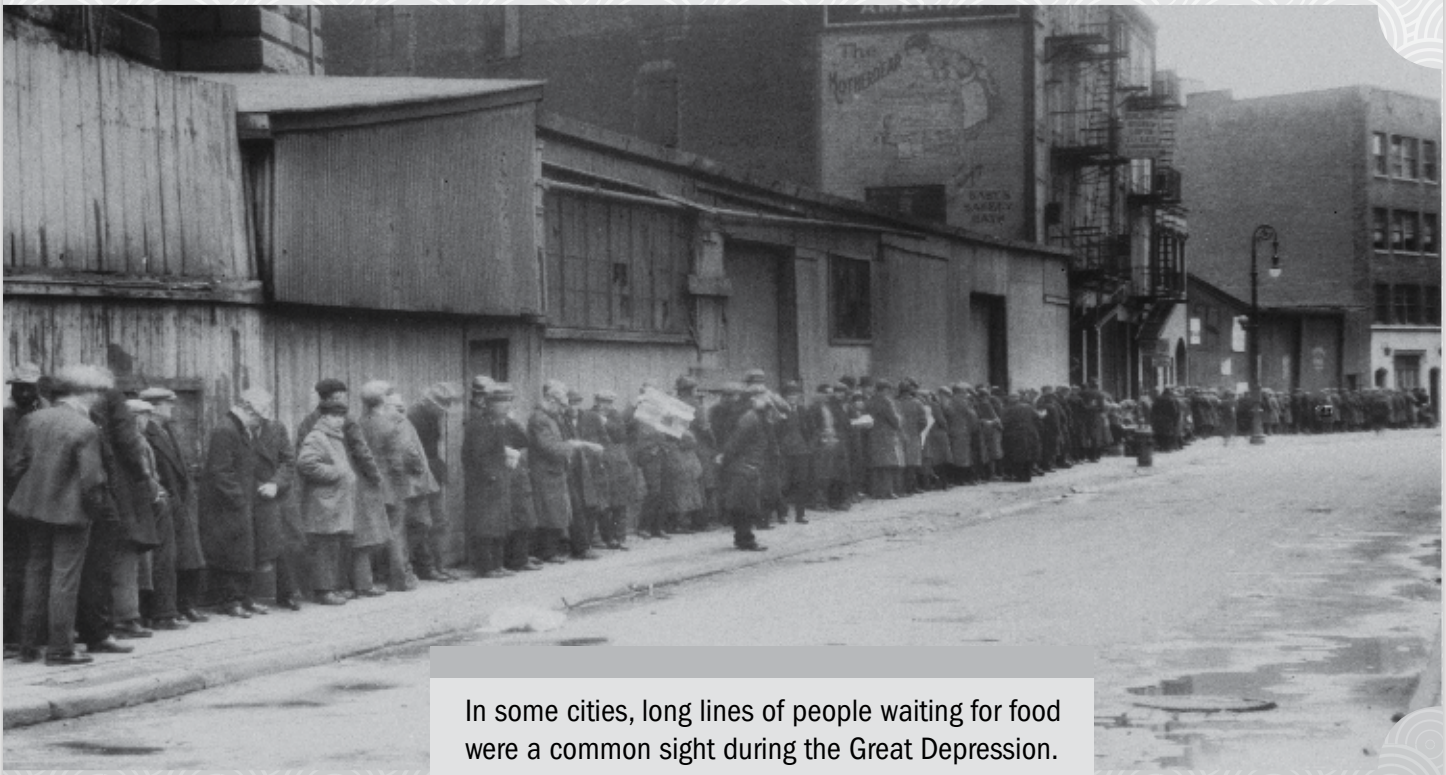
4 Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.



©World History Archive / Alamy

During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.

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In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

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5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.

6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.

7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

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Think Use what you learned from reading the article to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read this sentence from paragraph 1.

> By the end of the 1920s, warehouses were filled up with me chandise that no one bought.

What does the word merchandise mean as it is used in this sentence?

- **A** goods
- **B** large items
- **C** shares of stock
- **D** jobs

Part B

Which detail from paragraph 1 **best** supports the answer to Part A?

- **A** ". . . that no one bought . . ."
- **B** ". . . even more products . . ."
- **C** ". . . factory production slowed . . ."
- **D** ". . . lost their jobs . . . "

2 The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

> The stock market crash led to a financial c isis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

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3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the phrase hard times in paragraph 7 of "What Was the Great Depression?"

- **A** a period of great difficulty
- **B** a time when farmers couldn't grow crops
- **C** a time when jobs paid low wages
- **D** a period of mild sadness

Part B

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

- **A** "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)
- **B** "From June through September 1929, the prices of stocks soared." (paragraph 2)
- **C** "About two million homeless men, women, and children drifted around the country." (paragraph 5)
- **D** "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

4 Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand

- **A** "forceful statement"
- **B** "wish"
- **C** "strong need"
- **D** "question"

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Write

5 **Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase unemployment rate. Support your definition with at least **one** context clue from the passage.

Learning Target

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.

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Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Can They Do It?

Sunday, March 25. Everyone at Westfield Elementary School approached the date with fear and dread. The servers in the cafetearia prepared meals with worried looks and shaking hands. Teachers buzzed about it in the teachers' room. Students whispered about the approaching date in hallways. The date was so terrifying that some Westfield students break into tears at the mention of it. Others simply sat at their desks, stunned. Sunday, March 25, was the first day of Turn-Off-the-Television-and-Keep-It-Off-for-the-Whole-Week Week.

Mr. Humphrey Blodgett had graduated from Westfield Elementary School before television was even invented. He promised to take the entire school to Wacky World Water Park. In order to win the trip everyone had to turn off his or her television set for a week. Would either Westfield students and Westfield teachers be up to the challenge?

"Does that include basketball games?" Mrs. Travis asked. Mrs. Travis was a huge sports fan.

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"What about educational television Mr. Blodgett?" Ms. Morgan, the school librarian, wondered. Mr. Kramer thought he should be able to watch his favorite show "for health reasons."

"No, there will be no television of any kind," Mr. Blodgett answered. "Read a book, take a walk; or play a game." Then, looking right at Mr. Kramer, he added, "Learn to knit. It's very good for the nerves."

"Boy, how tough will this be?" Mr. Kramer complained after Mr. Blodgett had left. But it turned out that it wasn't as difficult as everyone had thought. By the end of the week, the school was buzzing with excitement over having won a wonderful trip.

---

23 Read this sentence from the story.

In order to win the trip everyone had to turn off his or her television set for a week.

Which of the following should replace the underlined part to make the sentence correct?

A In order to win the trip everyone,

B In order to win the trip, everyone

C In order, to win the trip everyone

D In order to win, the trip everyone

Go On

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24 Read this sentence from the story.

The date was so terrifying that some Westfield students break into tears at the mention of it.

Which word or words should replace the underlined verb to make the sentence correct?

A have broken

B will be breaking

C will break

D broke

25 Read this sentence from the story.

Would either Westfield students and Westfield teachers be up to the challenge?

Which of the following should replace the underlined part to make the sentence correct?

A either Westfield students nor

B neither Westfield students or

C either Westfield students or

D neither Westfield students and

26 Read this sentence from the story.

"Read a book, take a walk; or play a game."

Which of the following should replace the underlined part to make the sentence correct?

A book take, a walk, or

B book, take a walk, or

C book; take a walk; or

D book, take a walk or,

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Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues 20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is, or, and other,* and *but*.

Type of Clue	Example Sentence	What It Does
Definition	An *asteroid* is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
Appositive	An animal that is a *carnivore*, or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
Examples	The streets were filled with buses, taxis, and other *vehicles*.	Describes the unfamiliar word by naming types of it
Contrast	Lush, green forests receive steady rains, but deserts are bare and *arid*.	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper, meal, author,* and *study*.
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

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Identify Paragraph or Text-Based Context Clues 10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context 10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, *Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

fan	The fan cheered for her team.	There was only a fan to keep us cool.
fry	The fry swim downstream right after hatching.	My dad will fry potatoes for dinner.
lap	I held the plate in my lap.	We ran one lap around the track.
strike	Watch the hammer strike the nail.	That pitch looks like a strike.

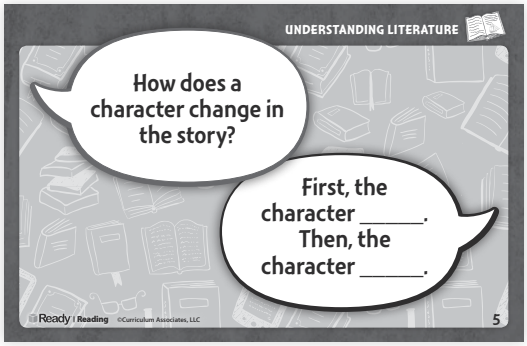
- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

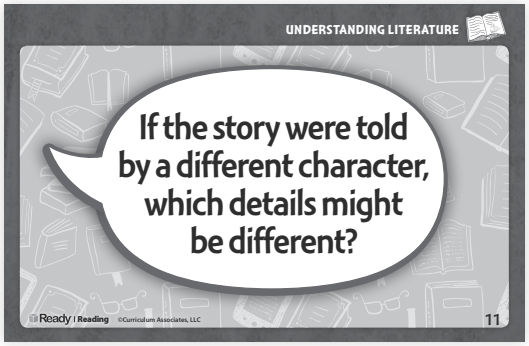
Check for Understanding

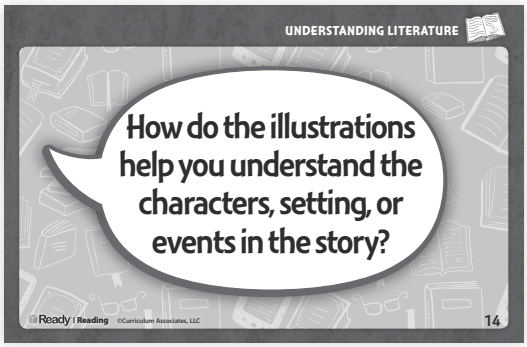
If you observe...	Then try...
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

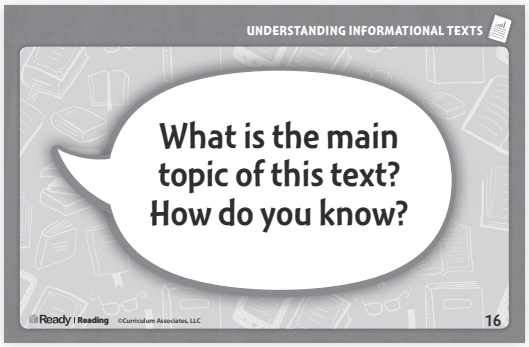
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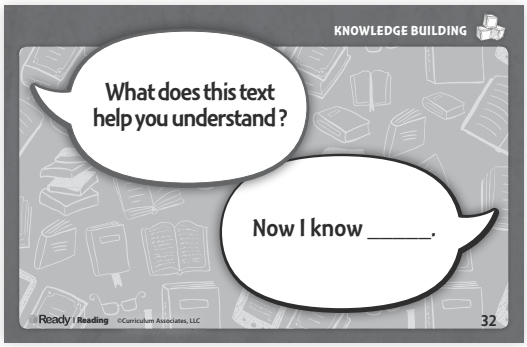
Reading Discourse Cards

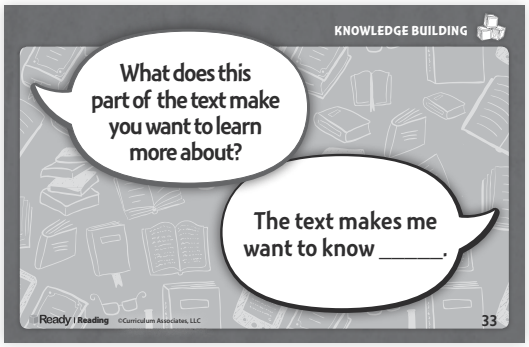


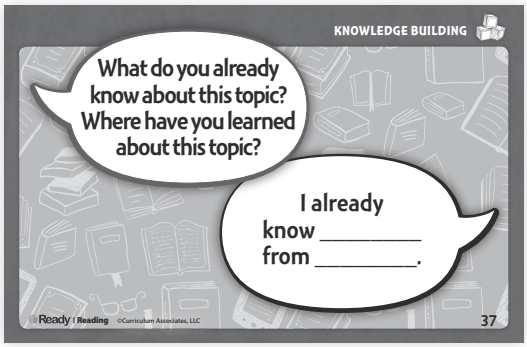


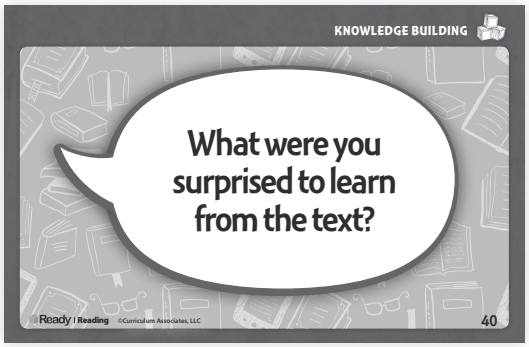


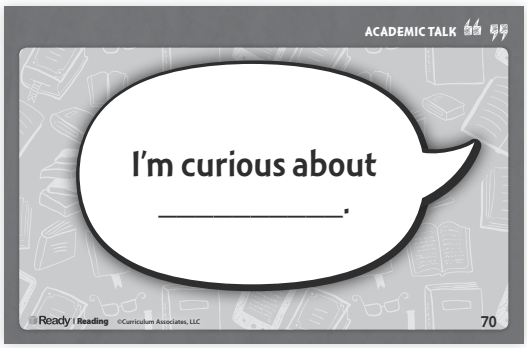


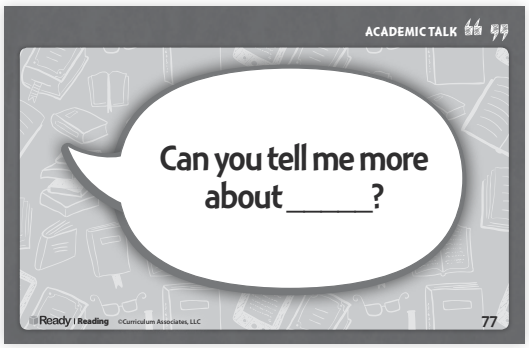






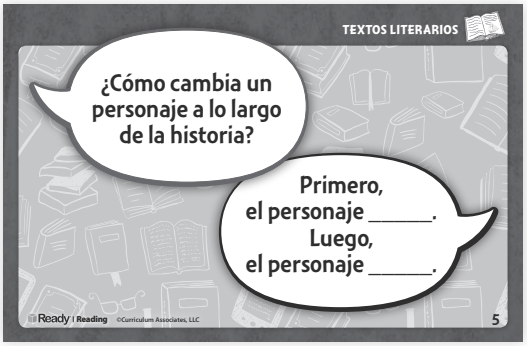


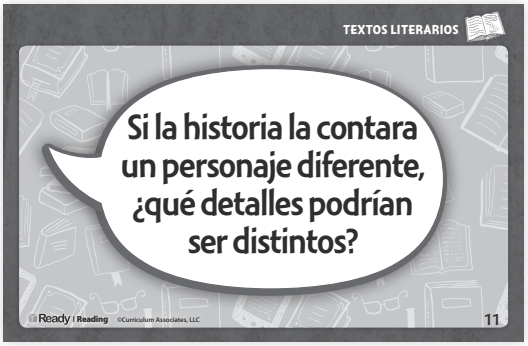


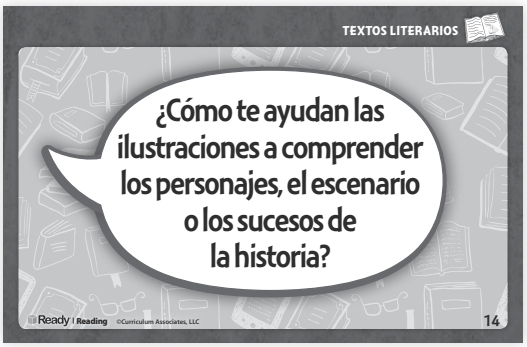


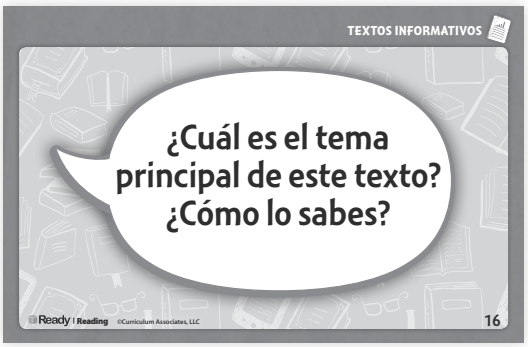
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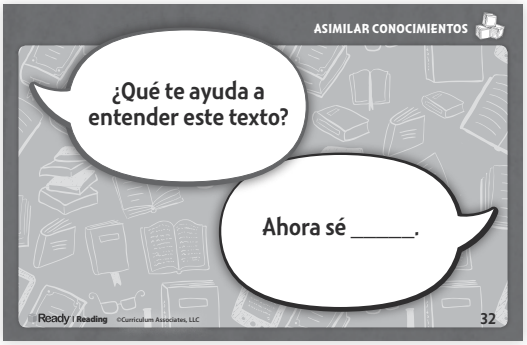
Tarjetas de discusión



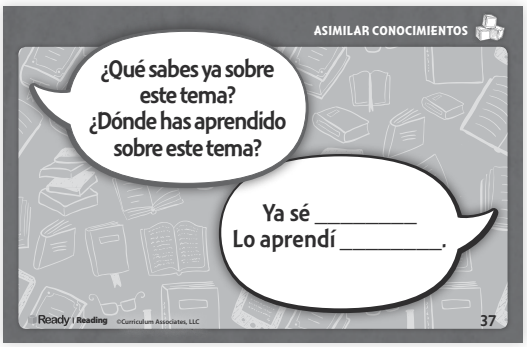


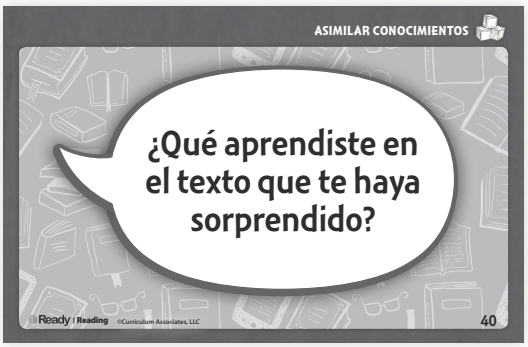


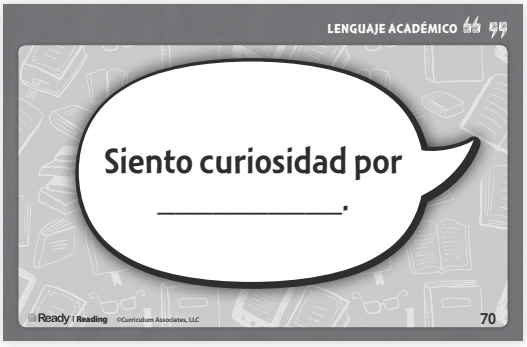


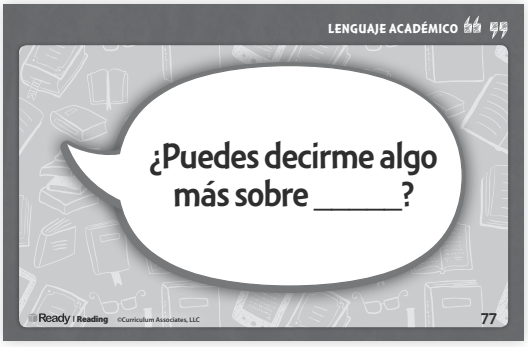












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